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SCHOOL BROADCAST CONFERENCE: CHICAGO, OCTOBER 13-15

THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

The Pacifica Foundation of San Francisco, California, has become an institutional member of the AER.

Ann Nicholson has joined the staff of Station WBEZ, Chicago, as continuity writer. She is a graduate of Chicago Teachers College.

Joe A. Callaway, AER member, has been made director of radio education at Michigan State College. He was formerly assistant professor of speech at the same institution.

Mildred Collins, Clearwater, Florida, was recently appointed to the post of consultant on radio, Association of Junior Leagues of America. Miss Collins previously directed Rich's Radio School in Atlanta, Georgia.

Association of Women Broadcasters announces its national convention for the Drake Hotel, Chicago, March 10-12, 1949. Elizabeth E. Marshall, program director, Station WBEZ, Chicago, is national convention chairman. Educational programs and exhibits are being planned for.

George Jennings, AER's new president, will represent the AER at three important meetings of educational organizations to be held in Chicago during the coming year: National Council of Teachers of English, National Council for the Social Studies, and annual Workshop on Adult Education.

Jane Boutwell, daughter of AER member William D. Boutwell of Scholastic Magazines, was in charge of radio for the National Student Association Congress at Madison, Wisconsin, this summer. She set up the NBC broadcast at that time and interviewed campus visitors and faculty personalities each week on Station WHA.

Dorothy Jane Rensch, American Presbyterian Mission, Bangkok, Siam, recently joined the AER. She writes: "While radio and education in Siam are both undeveloped by U. S. standards, we look forward to utilizing radio in the near future. I am anxious to benefit as fully as possible by the information and help to be found in the *Journal*."

Betty T. Girling, director, Minnesota School of the Air, found in a recent survey that 95,562 school children are regular in-school listeners to the School of the Air. A total of 745 schools responded to the inquiry. The three programs showing the most listeners were *Old Tales and New*, *Books Bring Adventure*, and *Young People's Symphony Concert*.

Madeline S. Long, consultant in radio education, Minneapolis public schools, served as consultant in radio and audio aids for the workshops in secondary education and in educational leadership at New York University, July 5 to August 16. Miss Long was one of fifteen staff members who served the two hundred teachers enrolled in the three workshops.

Beulah Roegge has resigned her position as news editor of Station WBEZ, Chicago, to join her husband in business in Chicago.

Station WNYC, New York City's non-commercial broadcasting station, celebrated its twenty-fifth anniversary on July 8. Seymour Siegel is the present station director.

Mrs. Hazel Kenyon Markel, director of public service, education, and public relations, Station WTOP, Washington, D. C., appeared with Elizabeth Bergner in *Escape Me Never* at the Olney Theatre, August 3 to 8.

Radioland Express, one of Philadelphia's in-school radio programs designed for primary grade children, went on television on October 12. *The Wiffis* is another of their school programs which, together with several new program series, is scheduled for television.

Dr. I. Keith Tyler, AER past president, served, during the past summer, as discussion leader of the special work conference of the Junior Town Meeting League, which planned and wrote the bulletin, *Teaching Controversial Issues*, now available from the League, 400 S. Front St., Columbus, Ohio.

Edward G. Stasheff has been appointed to direct educational and religious programs at TV Station WPIX, New York. He is currently directing four programs a week: *Information Bureau*, *Pixie Playtime*, *Teen Canteen*, and *Television Chapel*. Mr. Stasheff was formerly with Station WNYE, Board of Education, New York.

Empire State FM School of the Air conducted its first annual workshop conference at Syracuse University, July 19-21. Participants included: Harold B. McCarty, Dr. William B. Levenson, Elizabeth E. Marshall, Olive McHugh, Robert Hudson, and Walter Krulvitch. Utilization exhibits and demonstrations were particularly well done.

Dr. I. Keith Tyler, AER past president, delivered two addresses at the annual meeting of the National University Extension Association at the University of Minnesota, July 12-13. He also directed and participated in the KMOX Summer Workshop in St. Louis; planned and participated in the Summer Radio Workshop at Emory University, Atlanta; and spoke on radio at the National Summer School for Office Workers, Ohio State University.

New York University held its twelfth annual Summer Radio Workshop June 28 to August 6. Robert J. Landry, secretary, CBS Program Board, directed. The teaching staff included: Leon Goldstein, Ted Huston, Burton Paul, Ellwood Hoffman, Wallace House, Frederic Methot. Guest lecturers included: Dr. Lyman Bryson, Pauline Frederick, George Rosen, Oscar Katz, Walter Craig, Arnold Hartley, Charles A. Siepmann, Morris Novik, and Abe Shechter.

Robert P. Crawford, an AER member, is now teaching radio at the University of Utah, Salt Lake City.

The Tenth Midwestern Forum on Visual Teaching Aids was held at the Sherman Hotel, Chicago, August 6 and 7.

Elizabeth E. Marshall, program director, Station WBEZ, Chicago, has been appointed chairman, Ninth District, Association of Women Broadcasters, NAB.

Paul K. Taff recently joined the staff of Station WBEZ, Chicago, as news editor and writer. He will also assist in production. Mr. Taff is a graduate of Northwestern and James Millikin universities.

Dr. Franklin Dunham, chief, Educational Uses of Radio, U. S. Office of Education, has an informative article, "FM Broadcasting Offers New Opportunity for Schools," in the *Journal of the National Education Association* 37:372; September, 1948.

Elizabeth E. Marshall was recently appointed assistant director of radio for the Chicago public schools' Radio Council—WBEZ. As such she becomes administrative assistant to George Jennings, director of radio and president, Association for Education by Radio.

NATIONAL OFFICERS

GEORGE JENNINGS, President, director, Chicago Radio Council, 228 N. La Salle St., Chicago 1.
BETTY T. GIRLING, First Vice-President, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.
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BLANCHE YOUNG, Treasurer, radio consultant, Indianapolis public schools, 150 North Meridian Street, Indianapolis 4.

PAST NATIONAL PRESIDENTS

HAROLD W. KENT, president, Kamehameha schools, Honolulu, Hawaii.
I. KEITH TYLER, director of radio education, Ohio State University, Columbus 10.
KATHLEEN N. LARDIE, director, Station WDTR, Detroit public schools, Detroit 6.
WILLIAM B. LEVENSON, assistant superintendent of schools, Cleveland, Ohio.

REGIONAL PRESIDENTS

RUTH WEIR MILLER, Northeastern, educational director, Station WCAU, Philadelphia 3.
PARA LEE BROCK, Southeastern, director of education, Station WATL, Atlanta, Georgia.
BLANCHE YOUNG, Great Lakes, radio consultant, Indianapolis public schools.
RUSSELL PORTER, West Central, Department of Communications, University of Denver.
SHERMAN P. LAWTON, Southwestern, coordinator of radio, University of Oklahoma, Norman, Oklahoma.
JAMES MORRIS, Pacific Northwest, director, Station KOAC, Corvallis, Oregon.
JOHN C. CRABBE, Pacific Southwest, director of radio, College of the Pacific, Stockton, California.

ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio.
BETTY THOMAS GIRLING, Executive Secretary, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

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The *Journal of the AER*, published monthly except June, July and August by the Association for Education by Radio, Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. The *Journal of the AER* goes to all members of the Association. Annual dues \$3, of which \$2 covers a year's subscription to *The Journal of the AER*. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.

Books to Buy on Classroom Utilization

WHAT ARE THE TITLES of a few books which a teacher should read so as to learn more about the use of radio in the classroom? This, or a similar inquiry, comes almost daily to the writer's desk, as it must to others responsible for the training of teachers in the use of radio in the classroom. Perhaps, therefore, a real service will be done if a small, select book list is published here and, at the same time, some additional suggestions are made regarding sources of sound advice and information about educational radio.

The list of books relating to the radio education field has grown rapidly, especially in the past decade and a half. Consequently, few individuals have sufficient time or can read rapidly enough to get through them all. Furthermore, the list includes many areas in the radio education field—from radio writing and radio speech to radio measurement and broadcasting by libraries. If the list of books seems impressive, the number of articles found in periodicals [as located in the *Education Index*] seems almost endless. But this latter publication is an important source of new ideas and new techniques on educational radio and should not be overlooked.

Books on classroom utilization—Actually, the list of books directed specifically to the use of radio in the classroom is comparatively short. It began with *Radio in the Classroom* by Margaret Harrison, which was published by Prentice-Hall in 1937. The most recent addition was *Radio in Elementary Education* by Roy D. Willey and Helen A. Young, which D. C. Heath published earlier this year.

The two best books, in the opinion of this author, are *Radio and the School* by Norman Woelfel and I. Keith Tyler [World Book Company] and *Teaching Through Radio* by William B. Levenson [Farrar & Rinehart]; both published in 1945.

To these four books should be added *Handbook of Broadcasting* by Waldo Abbot [McGraw-Hill], first published in 1937 and revised in 1941; and *Radio—the Fifth Estate* by Judith C. Waller [Houghton Mifflin, 1946]. This brings to an even half dozen the bare minimum of books which should be owned by every classroom teacher or be made easily available to her by the school authorities.

A two-foot shelf—There is another equally important reference source which must not be overlooked. I refer to that outstanding series of yearbooks, *Education on the Air*, the proceedings of the Institute for Education by Radio held about the first of May each year at the Ohio State University, Columbus. This impressive series now constitutes a two-foot shelf [17 volumes] and will increase to eighteen when the 1948 volume comes from the press about the first of the year. It began with the proceedings of the very first Institute—a ten-day affair held in June, 1930—was combined with *Radio and Education* for one issue

[1935], missed an issue [1945] when federal authorities banned all national conventions and meetings, but otherwise has continued as an unbroken annual series for nearly two decades. Its editors have been Josephine H. MacLatchy [1930-34, 1936-44]; Levering Tyson and Josephine MacLatchy [1935]; I. Keith Tyler and Nancy M. Dasher [1946]; and O. Joe Olson [1947]. The 1935 volume was published by the University of Chicago Press; all of the others by the Ohio State University, Columbus.

These radio institutes held at the Ohio State University have, through the years, drawn together the educators and broadcasters best qualified to advance the practice of education by radio. The papers which have been presented, the outcomes of the work-study groups, and the discussions which have taken place are all recorded faithfully in the several volumes of *Education on the Air*. To read them, or even to skim through them, constitutes, therefore, a history of education by radio during the most important period of its development. Many of the earlier volumes are now out of print, but there are sets in the libraries of the leading universities and colleges and of the larger cities. Individuals and schools may still secure copies of the later volumes, and should do so while they are still available.

The listing of these titles should not give the impression that teachers need give no attention to other than classroom aspects of radio. Actually, most teachers have other interests: radio music, radio writing, radio workshops, radio appreciation, to mention a few. Any specialized interest should also be pursued systematically.

National radio policies need study—There is an important field which teachers often neglect. I refer to the field dealing with the broad overall policies which affect radio. Unless teachers are concerned about what is done in the framing of national policies, what hope can we hold that their students will give it thoughtful consideration, either now as students or, later, as adults?

This leads me to suggest a few more titles—sources of challenging ideas for every teacher. First I would like to suggest *Public Service Responsibility of Broadcast Licensees*, issued by the Federal Communications Commission, March 7, 1946; *Radio's Second Chance* by Charles A. Siepmann [Little, Brown, 1946]; *Is American Radio Democratic?* by S. E. Frost, Jr. [University of Chicago Press, 1937]; and *The American Radio* by Llewellyn White [University of Chicago Press, 1947].

Don't overlook "opinion" magazines—Last but not least have been articles by important writers which have appeared in some of the "opinion" magazines. A recent contribution by Bernard B. Smith might be mentioned. It is entitled "Television: There Ought to be a Law" and appears in *Harper's Magazine* 197:34-42; September, 1948.—TRACY F. TYLER, Editor.

The President's Page

This statement was transcribed and broadcast by Station WABE, Atlanta public schools, Atlanta, Georgia, at the station's dedication ceremony.—THE EDITOR.

IT IS INDEED A PLEASURE to welcome Station WABE to the ranks of the forward-looking school systems which are also broadcasters. The roster, as yet, is not a long one—Chicago, Cleveland, New York, San Francisco, Detroit, Toledo, Portland, and Eugene, Oregon—but each year sees several names added; and it will not be long until every school system in the larger communities will be operating its own station. As President of the Association for Education by Radio I am sure I can speak for the cities I mentioned in adding their congratulations and best wishes to those of our Station WBEZ.

The possibilities inherent in radio education are almost limitless; they are circumscribed only by the imagination and vision of the radio administrator and the teacher in the classroom. Radio has proven itself to be a prime motivator—a catalyst, if you will—which starts the educational process moving. Radio is not an end in itself; it is merely a starting point. The teacher and the student in the classroom are the ones who complete the roadway after we, through the radio broadcast, have set the directions.

Radio is a cooperative venture. Broadcaster and teacher must work together. The teacher and principal must work with the staff of the station, if the best programs for the local situation are to be developed. Programs must integrate with the course of study and must integrate, either as review or new material, with the activity of the listening student. We feel that the teacher should know well in advance what the program is going to be about so that she may tie it up with classroom activities. There must be a follow-up to the broadcast; too often this follow-up takes the form of question and answer or "discussion."

These are good, undoubtedly, but they need not be the end of the follow-up. Art, written and spoken English, handicrafts, model building, further reading, use of the library, trips and ex-

cursions, bringing in of realia, slides, movies, are but a few of the follow-ups that radio can motivate.



GEORGE JENNINGS, *AER president, 1948-49, and director of radio; Chicago public schools' Radio Council—WBEZ. Mr. Jennings will direct the School Broadcast Conference in Chicago, October 13-15.*

I remember the day in April, 1943, when our first transmitter went on the air. I know that your station staff, your schools, your students are going through the same keyed-up excitement that our staff, students, teachers went through, for it was and is exciting—the turning on of a mechanical-electrical device which potentially can make every FM radio receiver in your listening area an extension of the classroom.

This is almost a frightening possibility. The power to do good or evil, through radio, is overwhelming when it is thought about. Man has never before had such a device for communicating his thoughts; radio is faster than sound; if your dedication services are being broadcast from a moderately large hall, the voice of the speaker at the microphone can be heard at your farthest radio set before his voice is heard in the back of the hall. Instantaneous communication! The historians say that the democracy of ancient Greece failed when it was no longer possible for the persons in the back row of their theatres to hear the speaker's

voice. Here is an instrument, the radio, which can and does carry the human voice around the world in seconds. David Sarnoff, chairman of the board of one of America's great radio corporations, once remarked that radio brings into the poorest home, entertainment, information, education that the richest person cannot buy. Does not this thought also carry over into the educational picture?

There is a grave responsibility behind the fun, the glamour, the excitement of radio—yes, even of educational radio. Perhaps I should say, particularly in educational radio. For radio is not a different thing, just because the station's call letters indicate that it is an educational station. Educational radio is fun, glamorous, exciting. I have found it the most exciting kind of radio for almost twenty years—exciting, because of that responsibility: the responsibility of using a modern medium in the service of modern education.

The Radio Council of the Chicago public schools and Station WBEZ welcome you; the School Broadcast Conference, soon to hold its twelfth annual meeting in Chicago, welcomes you; the Association for Education by Radio, a national organization of 2,200 radio educators, welcomes you. There will be times when the staff of WABE will become discouraged; there will be times when the value of programs and broadcasting will be doubted; but there will be many more times when, in visiting a classroom, you'll see the power of radio at work; there'll be times when your studios and offices are swamped with materials done by students as outgrowths of broadcasts; there'll be times when your own students—those who have begun their radio careers in high school at Station WABE—go on and make names for themselves in the highly competitive commercial field; in fact, there'll be far more compensations than there will be discouragements.

Over the library in a great western city there is a motto which reads, "Come go with me, and I will show you all the treasures I have got." Today, the public school system of Atlanta, through Station WABE, opens its treasures to all. Our heartiest congratulations!—GEORGE JENNINGS.

The Empire State FM School of the Air

THE EMPIRE STATE FM SCHOOL OF THE AIR, as the result of Steering Committee action at its last meeting in Hornell, New York, on September 2, now broadcasts over a larger population area than any other educational organization in the country. To the six stations which had joined earlier were added the eight stations of the Rural Radio Network. The fourteen-station network will carry the signal of the Empire State FM School of the Air into nearly every section of New York State including metropolitan New York.

The Empire State FM School of the Air arose from the desire of Central New York school systems to incorporate radio programs into the classroom experience, and the desire of FM stations to do more to serve the public interest. There have been in the first three decades of radio broadcasting many examples of successful in-school broadcasting. For the most part these examples have come from the larger school systems—New York, Chicago, Cleveland—which could afford to build radio stations of their own and hire staffs trained in both education and radio. Smaller cities sometimes hired one or two persons to prepare programs and then presented them over commercial stations which were willing to donate the time. A good example of that type of operation was Rochester, New York, where educational programs directed by Paul C. Reed were broadcast by the Stromberg-Carlson Station WHAM. In 1947 the Rochester schools were requested to present their programs over WHFM the Stromberg-Carlson FM outlet. As soon as FM receivers had been placed in the schools the Rochester School of the Air was heard over WHFM.

This change to frequency modulation made possible the network carriage of the programs without the expensive leased telephone lines which would have been necessary on amplitude modulation or standard broadcasting. Such a network without connecting lines is called "air-link relay." In such a network the originating station broadcasts the program while another station within range tunes in to the signal, amplifies it, and rebroadcasts. The chain can be continued, without any

appreciable loss in broadcast quality as far as there are stations within reach of each other. For example: last January when the network was young, WSYR-FM in Syracuse would tune in to WHFM for the programs originating in Rochester. Because the WSYR-FM transmitter was located on high land they could, with special receiving equipment, get the programs which listeners in Syracuse could not hear. WSYR-FM rebroadcast the program simultaneously and WIBX-FM in Utica received and rebroadcast also. In such a manner the chain is easily extended to cover New York State.

WWHG in Hornell was the first station to rebroadcast the Rochester programs [October, 1947]. The Empire State FM School of the Air came into being in December of the same year when WSYR-FM in Syracuse joined WHFM and WWHG. An organizational meeting was held in the studios of the Syracuse University Radio Center when it was voted that a Steering Committee should serve as the administrative body. The radio station representatives agreed to set aside the period from 1:30 to 2:00 p.m., Monday through Friday, to carry the programs. Due to the lack of receivers in the classrooms the Steering Committee voted at its first meeting to divide the half hour into two periods: 1:30 to 1:43 and 1:47 to 1:49:30. The intervening four minutes were devoted to transcribed music from each station while classes changed or the receivers were carried to another room.

Once a year, in June, a meeting is held of the larger body to which the Steering Committee is responsible.

This group is composed of a representative of each station carrying the programs, and a representative of the schools in the coverage area of each member station. At the June meeting the members of the Steering Committee come up for reconsideration and discussion is opened on all matters of policy. During the year all decisions are made by the Steering Committee.

The first semester of operation [January to May, 1948] was one of experimentation. Many problems were encountered and solutions were worked out. One of the first items was that of placing in the classrooms receivers which would pick up the FM signals. Each community worked out its own solution. In some cases the radio stations donated the sets, in others there were civic organizations and parent-teacher organizations, while in some instances the schools themselves were able to find the money. Great success was achieved from the use of a tuner which is attached either to a standard receiver or to any amplifying system already in existence.

A second problem was financial and was resolved by each person being willing to contribute. Travelling expenses were paid by individuals themselves or by the organizations for which they worked. Postage and mimeographing were handled in a similar manner. To date no money whatever has been received or spent by the Empire State FM School of the Air itself. The stations donated the radio time and the additional cost of engineering, which in some cases mounted into the thousands of dollars, because the programs were broadcast at an hour earlier than the

AER Activities at School Broadcast Conference

THURSDAY, OCTOBER 14

10:00 a.m.—General Session: "Radio Around the World"

12:00 noon—Annual AER-SBC Luncheon

6:00 p.m.—Meeting AER Executive Committee

FRIDAY, OCTOBER 15

4:00 p.m.—Meeting of AER Membership

8:00 p.m.—General Session: "Television—the Teacher's Newest Assistant"

stations would normally have been on the air.

Program costs are borne by the originating school systems. The Rochester Board of Education had already appropriated money for the Rochester School of the Air. The programs thus provided were continued and carried by the other stations also. The Syracuse schools delegated to its Public Relations head the duty of coordinating in-school broadcasting and later allowed him the part-time use of a teacher to assist. Some programs were handled by the Radio Center of Syracuse University and the New York State College of Forestry, while Alfred University provided others. Programs already being broadcast to the Utica schools were continued on the network.

Thus, if the total costs to the radio stations, the schools, and individuals were totalled, they would run into many thousands of dollars per year. But by

spreading the responsibility, no station, school, or individual has been taxed beyond his ability to pay. Indeed, some schools have been receiving programs regularly by the expenditure of less than \$30 each for tuners to attach to their public address systems.

Perhaps the most perplexing problem was the distribution of material about the programs far enough in advance so the teacher could effectively incorporate it into her plans. The current solution is for each originating organization to feed the material to the executive secretary as early as possible. He organizes and forwards it to the individual in charge of audio education in each community, who, in turn, reproduces it in sufficient quantity for each classroom.

There has been no effort on the part of the Steering Committee to enlarge the network. It is felt, rather, that the major effort at the present time should

be spent in consolidating gains rather than expanding. The policy on admitting new stations has been and will be that any station is welcome which can provide a satisfactory signal and evidence of its intention to continue the programs as long as the schools wish.

It is not anticipated that the programs of the Empire State FM School of the Air will completely satisfy the needs of the schools for radio programs. Each school system is urged to attempt at least one program on a local basis to be aired outside of network time and eventually, perhaps, to replace some of the current network programs. When each school system attempts such programs, the job of the Steering Committee will be to audition them and make up the network schedule as representative of the best programming of New York State.—EUGENE S. FOSTER, executive secretary, Empire State School of the Air, Syracuse University Radio Center.

Educational Stations of the Nation—WBKY

THE HIGHEST POINT on the University of Kentucky campus is the turnstyle antenna of the school's FM radio station, WBKY. That could be an omen!

The Studios—Visitors to the campus are always awed at the size and beauty of Station WBKY. The large studio will seat an audience of 300; a

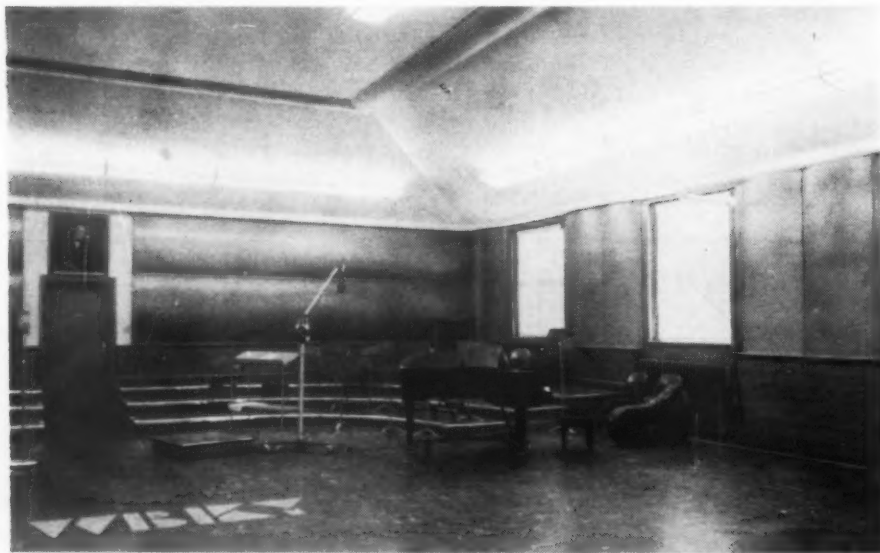
This article is the first in a series which will attempt to bring to AER members a better knowledge of the educational radio stations which, in the United States, have made such a unique contribution to the development of radio.

—THE EDITOR.

series of four semi-circular tiers provides a perfect pick-up arrangement for

the university symphony orchestra, concert band, and glee clubs. Built-in spotlights afford showmanship possibilities. Polycylindrical diffusers, rather than the commonly used acoustical absorbers, line the walls. Two other studios, each with its own control room, two announcer booths, a staff room, record library, sound effects room, transmitter room, a workshop, reception room, and two large offices complete the floor plan of the studios proper. Two classrooms round out the unit. Western Electric cardioid microphones, RCA ribbons, and RCA unidirectionals in all of the studios assure the quality of output which frequency modulation broadcasting demands.

For the Students—Why should a college have its own frequency modulation station? "There are three good reasons," says Elmer G. Sulzer, director of WBKY, now enjoying a sabbatical leave to work and learn at WILL, at the University of Illinois. "An FM station that maintains a high type of programming and truly represents the better phases of its institution certainly builds good public relations for that college. An FM station can provide an educational and cultural service of value to adults and children alike. An FM station provides an un-



View across Studio A, Station WBKY, showing vertical and horizontal cylindrical treatment of opposite walls. A dance orchestra had just broadcast. For full band or orchestra, removable stages fit across the rear door entrance making four complete semicircular tiers.

excelled training ground for students in broadcasting."

And that is primarily the function of WBKY at the moment: providing a training laboratory for the University of Kentucky students who are interested in radio. Each week from 75 to 100 students write, talk, operate, and produce radio. It is a students' station. There is no phase of radio, with the possible exception of selling time, in which UK's students do not participate: gathering [no small feat in itself, since the station does not at this time have a news service], editing, and presenting news; programming; writing, casting, and producing dramatic and variety programs; preparing live, recorded, or transcribed music programs; calling the school's sports events; exchanging opinions with the community on current topics; operating the controls; picking up remotes; building and maintaining equipment; and making transcriptions.

For the Community—To the Bluegrass, WBKY offers a news period and a classical concert hour each evening, and a well balanced miscellaneous program of book reviews, round table discussions, informational programs dealing with all of the topics within the University curriculum that are radio

program material, scientific explanation, and opportunities for other students and townspeople to attend "open classes." WBKY's programming easily cuts across that of the four AM stations in the same city, all of which pick up from WBKY various programs through the week for use as public service features on their own stations. The paucity of FM receivers in our area is somewhat compensated for by these AM pickups, and good will for the University station is maintained.

1929 to 1948—The University of Kentucky has broadcast radio programs since 1929, when one microphone and a hollow cubicle completed the set-up. Even at that early date Station WHAS in Louisville was kindly receptive, and for many years the only radio outlet the University had. Since April 1, 1929, daily radio programs have been released to WHAS. Later, when WLAP came to Lexington, it received regular programs also produced in UK's small unit. For a period of more than a year immediately preceding World War II, the Mutual Broadcasting System's "School of the Air" originated in the UK studios on a five-day-a-week basis. A high quality of public service, coupled with a commercial station sense of showman-

ship and mass audience appeal, has dominated all of these presentations. In 1942 the University of Kentucky Studios received a George Foster Peabody medal for its series of talks on venereal diseases, the first programs of their kind to crack the shell of secrecy on the details of this serious and significant social problem.

Now the University has its own transmitter, its own call letters, and a five-AM-station direct-line hook-up with WHAS in Louisville [a 50,000 watt clear channel outlet], and with WLAP, WKLY, WLEX, and WVLK in Lexington. The creation of a Department of Radio Arts within the College of Arts and Sciences in 1946 provided opportunity for granting both A.B. and M.A. degrees in radio. Subjects include a two-semester survey course; announcing, both beginning and advanced; script-writing; a two-semester production course; rules and regulations; and a pro-seminar. But WBKY at the University of Kentucky is for *all* the students and the community, not just for these members of the radio classes.

1950 — Television! — LOLO ROBINSON, acting director, WBKY [We Broadcast Kentucky].

The Peter Rabbit News Service

A CONTINUOUS SURVEY of pupil listening habits and program choices has been conducted for over a decade by the Radio Division of Indiana State Teachers College. The participants in this survey have been teachers enrolled in extension classes of the college plus those teachers attending the Radio Workshops held each summer on the campus. Among the many vital findings, two are outstanding—*first*, there is a crying need for careful analysis and guidance in program selection by pupils; *second*, children want a program of news written for and about them. This article is to present a format of a news program for children, a format which has proved successful. The program is known as the *Peter Rabbit News Service*.

The broadcast opens with a gay, lilting theme song, the words of which are:

Boys and girls if you would like to hear the news today

To Peter Rabbit's News Room we shall go without delay

For headlines, stories, scoops, and such—and things that people say

Peter Rabbit—take it away! . . .

With a crescendo on the piano keyboard ending the theme, the sound of a newsroom telegraph is introduced in-

to the show. As this sound fades, Peter Rabbit speaks to the boys and girls outlining, in very brief form, the news about to be heard.

On each broadcast, four types of



University of Kentucky students rehearsing We Think So—a student forum—in one of the studios of Station WBKY.

news are presented, each type the responsibility of a committee of students enrolled in radio. One unit of the broadcast is a summary of world events told by "Judge Owl" and his assistants. A second unit is a feature story presented in dramatic form and designed to teach desirable attitudes, such as respect for pets. A third unit of the broadcast describes activities in the schools in the coverage area of the outlet station—in this case, WBOW. This news is submitted by pupils listening to the program. A fourth unit involves a human interest story in which the activity, or achievement, of a child will be featured. For example, one broadcast told of a small boy in the community who was editing a paper and paying for it through subscriptions and the sale of advertising.

To proceed with unit one, Peter Rabbit is interrupted in his opening announcement by a flashing light [in reality, a sound effect of a higher pitch] and the program is switched, in fancy, to a remote corner in the world. From this outpost, "Squeaky Squirrel" or "Randy Robin" or "Carrie Pigeon" breaks in with a news flash accompanied by an appropriate background of sound effects.

Each point of remote pick-up is manned by a bird or animal appropriate to that locality. For example, "Judge Owl" is located at the United Nations headquarters to bring an "on the spot" summary of events taking place at the United Nations during the week. "Carrie Pigeon" is usually in Washington, D. C., covering the stories there. "Molly Mockingbird" is at home flitting from school to school gathering news of local interest.

"On the spot" news stories are often actual reproductions of incidents. On a recent broadcast there was a reenactment of the rescue of a cat from the roof of a school. To obtain this reenactment, a group of students of the Peter Rabbit Newsroom went to the fire station from which the actual run had been made. Equipped with a portable recorder, the students explained their plans to the fire chief and for two hours the entire staff of the fire station rehearsed and reenacted the event. The result was a three-minute transcription complete with telephone call announcing the cat in distress, the signals for the run, the noisy start of the fire engine, the sound of the siren, and the run to

the school. At the school, an on-the-spot interview was held. The fire chief described the rescue of the cat and urged boys and girls to come to fire stations for aid in all emergencies. When the transcription was introduced as a part of the broadcast, every fire station in the city was an interested listener!

On the same broadcast, an actual switch was made from the campus studios to the central studios of WBOW, the commercial station carrying the college programs, and there, for three minutes, the station manager became a "reporter" of the *Peter Rabbit News Service* and interviewed one of the owners of the circus then showing in the city. The owner, speaking on a child's language level, told about the clowns and animals. A particularly interesting part of his discussions described the food fed to the various animals.

In unit two, the purpose of the feature story is to vitalize news and develop desirable attitudes. Since not all dramatic units on the show can be authentic pick-ups, the News Service often writes a short dramatic episode emphasizing a desired lesson. For example, on another recent broadcast, a flea came to the microphone singing a song about hunting a comfortable home on a not-too-clean dog. The yelp of the dog soon announced that a home had been found. This home was lost, however, when the flea overheard the dog's master state that he was going to give the dog a bath and follow the bath with flea powder. As the dramatic episode ended, the flea was singing his theme song and on the move to find another neglected dog.

The source for the school news, unit three, is the child listener. As Peter Rabbit announces the time for the broadcast is over, he urges boys and girls to become reporters for the *Peter Rabbit News Service*. To become a reporter, the child must send to the College Radio Division an authentic news item. If the item is used on the air, the name of the reporter is announced as a part of the story and the child is immediately mailed a "Reporter Card" with his name printed thereon to show other boys and girls that he is an official reporter. The card not only certifies his reporter status but also has on it a drawing showing Peter Rabbit talking into a microphone.

A second theme song is used to end

each broadcast of the *Peter Rabbit News Service*. As Peter Rabbit ends the program with a slogan for the children [such as a safety reminder or a suggestion to help mother], the "animals" step to the microphone to sing:

Boys and girls if you've enjoyed the news you've heard today

To Peter Rabbit's News Room send your news without delay

And hear the headline stories and the things that people say

When you listen in on Wednesday!

The program requires much work and rehearsal. Each student work unit mentioned above is responsible for the news used from that committee. The items submitted must be of interest to boys and girls and must be written in words the child will understand. A constant analysis is made by teachers using the service and when they meet on the campus each Saturday, they correct word choices and discuss items used which they found to be of little interest to children. These suggestions are incorporated in the next broadcast.

In conclusion, this one unique fact—complete anonymity of personnel dominates the entire production in order to make the program even more real to the pupil listeners. The actual names of student actors and actresses taking the parts of the many animals are never revealed. Great care is shown in casting in order that the voice representing the animal will have the vocal quality usually assigned by children to that animal. This final detail of careful planning has provided the finishing touch to the success of the *Peter Rabbit News Service* in our community.—CLARENCE M. MORGAN, director of radio and chairman, Department of Speech, Indiana State Teachers College, Terre Haute.

PTA Radio Packet

The Radio Committee of the Illinois Congress of Parents and Teachers has prepared a packet of radio materials for parent-teacher use. It includes suggested activities for PTA radio chairmen, program topics, types of programs for PTA meetings, sources of free PTA radio material, a list of films on radio and television, and a list of educational recording availabilities.

AER members may secure a sample packet by sending six cents postage to Mrs. Elizabeth E. Marshall, State Chairman of Radio, Illinois Congress of Parents and Teachers, 228 N. LaSalle Street, Chicago 1.

A Unique Forum-Discussion-Classroom Program

SINCE EARLY IN OCTOBER, 1947, Bradley University, Peoria, Illinois, has been working on an interesting experiment. A regular class on *Current European Problems* uses the forum-discussion type format and is regularly on the air over Station WMMJ, Peoria, Illinois. This in itself is nothing new since a number of universities broadcast classes, if it were not for the fact that this broadcast is completely unrehearsed. It is this combination of an unrehearsed feature, with a forum-type discussion class plus an interesting subject, that makes this newest method of education unique and a worthwhile experiment that already has found nationwide attention outside the field of education.¹

It so happens that the writer specializes in international affairs as well as audio-visual education. Thus, he is in a favorable position to conduct this experiment.

The class is an advanced history or political science class with the prerequisites of at least a junior standing and nine hours' credit in history and/or political science. At the beginning of the semester each student gets his assignment according to his own preference of subject or problem. Two students sit with the writer [who acts as moderator] at the forum table during every broadcast. Each delivers a short lecture of not longer than five minutes. Each also hands in later a term paper on the subject of discussion. The short five-minute summaries of the problems by the two students are in this particular subject either divided into pro and con [for instance, one student is pro Franco Spain, the other against], or the students divide the problems between themselves [for instance one discusses economic, the other political problems]. After ten minutes of broadcasting, the major problems have been pointed out and the whole class participates in group discussion. Everything, including the short speeches of the two students on the forum, is completely unrehearsed. Not even the moderator knows beforehand what the students are going to say.

The results of this type of instruction, where educational materials have been adapted to broadcasting tech-

niques, have been amazing, both for the students and for the radio audience.

First of all the forum [panel type] instruction is just as important in the field of audio-visual education as it is in any other kind of education.

Of fundamental importance, also, is the fact that the forum type instruction is *democratic* [a prime essential of democracy is to settle things in open discussion]. The class is subjected to different points of view on controversial problems from which they may choose for themselves.

In a panel discussion of the type mentioned hardly anything important pertaining to the topic is ever overlooked. One finds out what each person is thinking, so that any wrong or faulty thinking is corrected. This might be compared with a group looking at a picture. At the beginning each person interprets the picture in accordance with his own experiences. The thing that stands out for him is determined by his own background. When enough people interpret the picture nothing will be overlooked. The same thing happens in open discussion; with many participating all viewpoints will appear.

In addition, the advantages which a panel discussion offers might be mentioned here. All add to the success of this particular educational method.

- [1] It gives students practice in expressing themselves well and forcefully.
- [2] It gives them practice in talking before a group of people.
- [3] It teaches the rest of the class to listen courteously while one of the group is talking.
- [4] It teaches "give and take" in the exchange of ideas.
- [5] It helps students to weigh the worth of an opponent's argument and to view both sides of the question. Critical thinking is encouraged in a forum discussion,



DR. ERWIN VAN ALLEN [center] with student panel and class broadcasting "Current European Problems" class over Station WMMJ, Peoria.

even much more so than in a debate. The purpose of the latter is for each side to prove to judges or audience that it is right, even sometimes by using rhetorical tricks or twisted meanings, while in a forum discussion the participants are trying to discover what is right. Furthermore, points of agreement are examples of such differences.

- [6] It helps students to think critically and to organize their ideas logically.
- [7] It teaches students one of the most important factors in a democracy: to think things out for themselves instead of being gullible and easily deceived by propaganda.
- [8] It teaches students another vital factor of democracy: to respect and tolerate ideas and ideals of others.
- [9] It teaches the students to be good sports: to argue without getting mad, to admit defeat without resentment, and to win without becoming exuberant and arrogant.
- [10] It gives the participating students more self-confidence and self-assurance.
- [11] It helps students to retain what they have learned better than by listening to a lecture or reading a book because ideas were more thoroughly "thought out" and "talked out."
- [12] It teaches the students that it takes skill to produce a radio program and shows them the necessity of cooperation and team work from the technical angle.
- [13] Finally, and most important, a panel discussion broadcast stimulates the interest and enthusiasm of the students. It motivates thought.

The fact that the program is unrehearsed creates more of a desire for the student to participate in the discussion. He wants to be heard; therefore he prepares well. It gives him a chance to see himself in action and to participate in the process of learning actively instead of being a mere listener.

If European countries, particularly Great Britain, have been more successful in the past in broadcasting education, it is not because the broadcasting organizations are different. Rather, it is because of the lack of proper educational programs in the United States. With the unrehearsed classroom-discussion type method we may be able to compete with them and, in addition, our whole system of education will be greatly influenced and improved.

An important aim of education today should be to prepare future teachers to make use of the most modern techniques—audio-visual methods—of which conducting a forum over the radio is an important part. If a sober public political adult education is ever to be widespread and firmly rooted in American institutions, the burden undoubtedly will have to be carried by

¹Broadcasting, Nov. 17, 1947, p. 86.

local teachers in each community who are trained and qualified for the job. Then some forums will cease to be platforms of radical thinking where mostly emotional enthusiasm is aired. Instead, logic and mutual understanding will be the outcome, just as it is achieved in the classroom forum discussion.

Statistics show that the active participation of students during a forum discussion on the radio is greatly increased. Between 85 and 95 per cent of the class participates. Most students are always well prepared. Extremely good grades in tests show that students do not just want to be "in on the show," that questions were not asked and answers given to please the teacher, but that students retain most of what has been discussed, and profit greatly by the method. The teacher is not the center of attraction, as in the recitation method, but the student and the subject of learning. The forum-panel type of instruction in which the instructor exercises his influence through skillful leadership and guidance without dominating the classroom with his thinking and activity encourages each individual student to assume the responsibility for making a contribution to the group. And the best manner to prepare pupils for some not-too-distant society is to let them live now as though they were already in that society.

We should not overlook the combined public relations and educational

feature of this type of program. A local broadcast arouses community interest in the functions of the school. Many patrons, who never visit the buildings or classrooms, can be reached in their homes and offices. Much fan mail, from the local community and from as far away as 150 miles, shows the interest of the population in general. Not just relatives or sweethearts of the classroom students, but a much larger unseen audience, listens in. In one nearby community a woman's club meets and listens to the broadcast regularly in order to continue discussion afterwards. This is proof enough of the thought-stimulating effect on both students and outsiders.

This technique is a modern type of teaching—an audio-visual method that keeps the tempo and complexity of our advanced industrial age and is a successful proof for need of a better tool of teaching and learning. At the same time, it is true "Democracy in Action." Since the forum may be called the "direct descendant" in American life of the New England Town-meeting of the seventeenth century, it can be said truly and forcefully: If there ever was an American way of teaching, the unrehearsed forum-discussion-classroom on the air can lay the claim of being modern, successful, and typically American. —ERWIN VAN ALLEN, director, Audio-Visual Center, and assistant professor of political science and history, Bradley University, Peoria, Illinois.

Events—Past and Future

Ohio Speech Conference

The Ohio Conference for Speech Education is holding a one-day meeting in Columbus at the Fort Hayes Hotel on October 16. A two-hour sectional meeting on radio is to be held in the afternoon.

The radio section features four numbers: [1] "Radio in the High School Curriculum," developed by Dr. I. Keith Tyler, director of radio education, Ohio State University and Edward Helman, director, Station WBOE, Cleveland Board of Education; [2] "Radio in the Springfield Elementary Schools," Don H. Pearson, Springfield senior high school; [3] "Radio Program for the Ohio High School Speech League," Richard Mall, Speech Department, Ohio State University; and [4] "Junior

Town Meeting of the Air," Charles E. Martz, editor, *Our Times*, American Education Press.

Wisconsin's Political Education Forum

Station WHA, University of Wisconsin, conducted another of its forums in political education for candidates for state office in the primary which was held September 21. Two 15-minute periods daily, 9:30 to 9:45 a.m. and 4:00 to 4:15 p.m., were set aside during the three-weeks period, August 30 to September 18. The purpose of the forum was to assure all candidates for the state-wide constitutional elective offices an opportunity to speak over the air directly to the people of Wisconsin. The radio time was provided without charge, censorship, or obligation.

Representatives of all qualified parties were invited to attend a preliminary meeting in the Secretary of State's office on August 18. At this meeting the plan was fully explained and the following rules were agreed upon: [1] If a candidate himself cannot broadcast at the time he draws, he may exchange time with another candidate or have someone else speak in behalf of his candidacy, [2] No speaker shall appear on the Forum more than once.

Candidates spoke from the Radio Hall studios in Madison and the broadcasts went out over the University of Wisconsin Station WHA; the Department of Agriculture Station WLBL, Stevens Point; and the FM stations of the State Radio Council, WHA-FM, Madison, and WHAD, Delafield.

At the time of the broadcast, the speaker left a typed copy of his talk for the station files. These copies were then made available in Radio Hall in case candidates wished to come there to inspect them.

Speakers were warned that, though there was no censorship, there were libel laws and the less tangible rules of good taste. Thus each speaker must assume full responsibility for his statements and must not forget that he was being heard by thousands of thinking Wisconsin citizens.

Everett Radio Institute

An Educational Radio Institute, the "first" of its kind in Everett, was held in May, under the direction of William P. Crowley of the Everett, Massachusetts, School Department and a member of the Association for Education by Radio. The program consisted of educational transcriptions, films, and discussions by teachers who are outstanding in the field of radio education in Massachusetts.

Ruth Tufts Cosgrove of Brockton high school spoke on "Radio, my Classroom Ally" and presented a transcription, *Emily Dickinson*, recorded by her English pupils for the annual Ohio State University transcription contest. Eleanor S. McBreen, supervisor of speech, Watertown School Department, spoke of her radio work with her pupils over WCRB and as a sample of her work presented a transcription entitled *America the Beautiful*.

Anne D. Minahan, teacher of speech and public speaking, Lawrence School Department, and featured story teller whose broadcasts emanate from the

children's room of the Lawrence Public Library over WLAW, spoke on "Craftsmanship in Story Weaving" and presented a transcription in which she delineated in dialect a selection from the *Uncle Remus Stories* by Joel Chandler Harris. Elizabeth M. McConarty, Quincy School Department, outlined her afternoon pupil participation programs over WJEA.

Dr. Daniel H. O'Leary, Boston School Department, spoke on "Some Aspects of Radio and Education." Harold A. Dorschug, chief engineer, Station WEEI, Boston, represented that station and spoke on "Technical Considerations in the Use of Radios and Playbacks in the Classroom."

A motion picture entitled "Lessons from the Air" showed how the schools in Great Britain use radio as an educational tool. All of the radio transcriptions presented during the Everett Institute featured current radio programs which had been designed for classroom listening.

Another Radio Institute to be directed by Mr. Crowley is being planned for October.

NBC Honored

The National Broadcasting Company was voted the "network that has most faithfully served the cause of serious music during the year" in the annual poll of the nation's press conducted by *Musical America Magazine*. This marks the second successive year that NBC was chosen by the 600 men and women of the press who vote in the poll.

Arturo Toscanini was chosen as outstanding conductor for the fifth straight year, and his presentation of Verdi's "Otello" with the NBC Symphony Orchestra was voted the outstanding musical event of the year.

In other categories first place honors went to the *Telephone Hour*, the *Voice of Firestone*, *The First Piano Quartet*, and the *American Album of Familiar Music*. Further honor was given to the *Telephone Hour* in the selection of the instrumental and vocal artists since they are heard several times a season on this program. Artur Rubinstein, pianist, Jascha Heifetz, violinist, Marian Anderson, contralto, and Ezio Pinza, bass, won as occasional soloists. Eleanor Steber, soprano star of the *Voice of Firestone*, won as regular woman singer. The *Collegiate Chorale* which was heard with Toscanini and

the NBC Symphony Orchestra in Beethoven's "Ninth Symphony" was chosen as the outstanding vocal ensemble.

This year for the first time questions were asked about television. Voters expressed a desire to see existing music shows televised, but added the request for new ideas to be developed exclusively for television.

The annual Musical America poll is conducted by Quaintance Eaton, associate editor. The 600 voters are members of the working musical press of North America.

Accrediting Body Established

Organization of an association of universities to foster and maintain higher standards of professional education for radio was announced recently by the nine schools active in organizing the association, to be known as the University Association for Professional Radio Education.

The constitution of the organization has just been ratified by the nine institutions, but charter membership in the association is still open to additional colleges and universities interested, which can meet the minimum standards for staff, course content, and equipment drawn up by UAPRE's committee on standards.

Present members of the association are the University of Alabama, the University of Denver, Northwestern University, the University of Southern California, Syracuse University, Temple University, Texas College of Mines, the University of Texas, and the University of Tulsa.

One outstanding provision of the constitution of UAPRE, indicative of its intent to work closely with the radio profession, calls for an eleven-man board of directors, nine to be selected from university membership and two appointed each year by the president of the National Association of Broadcasters.

Another outlines the process of acceptance of applicant schools to full membership. This includes: *first*, the completion of a questionnaire drawn up by the committee on standards, the approval of which by the committee on accreditation determines the school's provisional membership; *second*, the examination of the provisional member by a committee of visitation and the recommendation of that school to the committee on accreditation; and *finally*, approval by the board of directors.

It is further indicated, however, that during the first year of this organization the board of directors, if it desires, may waive visitation as a requirement for membership.

Present requirements set up by the committee on standards provide for such qualifications as that at least one-half of the courses taught in a professional radio training area be taught by persons who have demonstrated successful employment in commercial radio stations; that all students completing a professional training sequence must have had general instruction in the broad, overall areas of radio including several phases of programming, sales and advertising, and general station operation and traffic.

It also provides that the course of study shall provide the student with opportunity for daily logged broadcasting experience; and that equipment used in professional training must be such as to allow the student a general acquaintance with all of the problems of station operation.

Officers elected at the St. Louis meeting were: *president*, R. Russell Porter, University of Denver; *vice-president*, Don Feddersen, Northwestern University; *secretary*, Thomas Rishworth, University of Texas; *treasurer*, William Sener, University of Southern California. NAB members appointed to the board of directors by Justin Miller are Judith Waller and Ralph Hardy.

The committee on standards is made up of Armand Hunter, Temple University, *chairman*; Ben Henneke, University of Tulsa; Leo Martin, University of Alabama; William Sener, University of Southern California; Don Feddersen, Northwestern University; and Ralph Hardy, from NAB.

The committee on accreditation is composed of Judson Williams, Texas College of Mines, *chairman*; Kenneth Bartlett, Syracuse University; Thomas Rishworth, University of Texas; R. Russell Porter, University of Denver; and Judith Waller, from NAB.

The first annual meeting of the organization was set for Chicago at a time immediately adjacent to the twenty-seventh Annual NAB Convention in April, 1949.

Voice of Democracy

Eight eminent Americans will serve as judges in this year's second annual "Voice of Democracy" contest, which

will award college scholarships to four high school students who write and deliver the best five-minute broadcasts on the subject, "I Speak for Democracy."

The judges, named by the sponsoring groups: the National Association of Broadcasters, the Radio Manufacturers Association, and the U. S. Junior Chamber of Commerce, are: Margaret Culkin Banning, Tom C. Clark, Dr. Harry Emerson Fosdick, Mrs. Oveta Culp Hobby, Eric Johnston, Frances Perkins, Glenn E. Snow, and James Stewart.

The judges will choose the four equal national winners by listening to transcriptions of their broadcasts, made at the close of community and school contests by local broadcast stations.

The contest will begin in school-rooms, expand into communities, reach its semi-finals with judgments of state

winners by Junior Chamber of Commerce panels, and culminate in a national awards luncheon honoring the winners in Washington.

Held as a feature of National Radio Week, the competition last year attracted more than 20,000 entries from among high school students in 40 states and Alaska. The total is expected to be multiplied many times this year.

The contest is endorsed by the U. S. Office of Education.

Radio broadcasting stations of the nation will cooperate in the contest by scheduling a series of five five-minute broadcasts by members of the judges' panel, outlining five phases of American democracy, as suggestions for the competing scripts.

Prizes of radio receivers will be given on school and community levels, the receivers being awarded to the schools of the winning contestants.

Broadcasts for Schools

Minnesota School of the Air

The Minnesota School of the Air began its second decade on the air when it resumed its eleven weekly broadcasts September 27. Seven of this year's series emphasize the scientific, social, and artistic progress and contributions of Minnesota in the hundred years since it was officially decreed a territory. *Penny and Paul*, intermediate grades social studies series, will, in twenty-nine programs, explore the following areas as they relate to the state: recreation, transportation, religion, natural resources, communications, health conservation, housing, working conditions, and possibilities for the state's future. In addition to its established dramatic presentation, *Penny and Paul* this year will utilize flash-backs into Minnesota history to help integrate the listening experience.

New series introduced to in-school audiences this fall include a weekly music-rhythm-poetry program for kindergarten through grade three, called *Let's Sing*. Mathilda Heck, music supervisor for the St. Paul schools, will supervise the planning and production of this new radio effort, in addition to continuing *Adventures In Music*, her weekly series beamed to grades four through eight. The second newcomer to Minnesota School of the Air ranks is an experimental series called *Look*

What We Found. This series is designed to help in the broadening of horizons, exploration of community resources, and general enrichment of intermediate listeners. Presented with the cooperation of the Minneapolis and St. Paul junior leagues, the series will be flexibly produced—utilizing interviews, drama, music, and narration to help familiarize the child with activities geared to his needs which are carried on by the educational, entertainment, civic, and cultural agencies of the Upper Midwest. This series replaces *Books Bring Adventure*, pending the next series of these popular transcriptions.

Two Minnesota School of the Air programs were nationally cited during the summer in the Annual Billboard Awards with an Honorable Mention going to last year's high school series *Tomorrow Is Yours*, and a First Award given to *The Sad Story of the Stubborn Turnip*, entered by *Lollypop Playhouse*, KSTP, Minneapolis. This story was broadcast on *Old Tales and New* October 20, 1947. *Lollypop Playhouse* is an out-of-school feature of the Minnesota School of the Air broadcast for two years by KSTP, the Twin Cities NBC outlet, and the Northwest Network. This program has the highest Hooperating in the Twin City area at its broadcast time.

In addition to *Lollypop Playhouse*, several other Minnesota School of the Air series will be aired on nine Minnesota radio stations, in addition to KBPS, Portland, Oregon, which starts its fourth year of *Old Tales and New* broadcasts into the Portland schools.

The Minnesota School of the Air, directed by Betty Girling, is a special service of the University of Minnesota Radio Station KUOM. Bulletins detailing the grade level, day, and time of each broadcast and describing each series, can be obtained free of charge by writing to Minnesota School of the Air, KUOM, Minneapolis 14, Minnesota.

Philadelphia Science Series

Check up another first for Philadelphia's WFIL. Studio Schoolhouse series! On April 5, 1948, the WFIL Mobile Unit, rolled up to the Roosevelt junior high school. It was flanked by Temple University's Radio Workshop cast for *Science Is Fun*, representatives from the Franklin Institute, and the Philadelphia Board of Education Radio Office.

Engineers were busy setting up microphones as Dr. Armand Hunter, WFIL educational director and director of Temple University Radio Workshop, called the cast together for last minute directions. The large school auditorium was rapidly filling up with wide-eyed, excited youngsters. A real honest - to - goodness science show planned cooperatively by the Philadelphia Radio office, Franklin Institute, and WFIL was being broadcast from their school. At last Dave Davis, Temple Workshop producer, gave the signal for a dress rehearsal. The script of the day, *Electricity-Heat*, was being paced through a last minute timing.

Following the actual fifteen-minute broadcast, Lyda M. Ickler, radio assistant for the Philadelphia public schools, explained the purpose of the broadcast which is to motivate scientific thought and happy experimentation. To prove that *Science Is Fun*, Eleanor Vadalla of the Franklin Institute put on a fascinating demonstration arranged by Armand N. Spitz, educational director of the Franklin Institute. An electric blanket, pop-up toaster, heater, and sun lamp were lined up on the stage. Miss Vadalla explained how these valuable household electrical appliances heat up to add to our comfort and convenience.

Alert young minds were spinning with ideas, questions, and the desire to "try it out for themselves." The live school broadcast plus the Franklin Institute demonstration had served its purpose. A challenge to think and to act had been thrust into the very heart of that school by one of the modern wonders of scientific achievement, a live radio broadcast.

Congratulations to Station WFIL for making possible such rich and vitalizing experiences for the school children of the Philadelphia area!

Standard School Broadcast

The *Standard School Broadcast*, educational music program designed for classroom use, began again on Thursday, September 30, for the schools throughout the Far West. The programs are broadcast every Thursday morning during the school year over the NBC Pacific Network, 10-10:30 a.m., PST.

The programs, presented for the twenty-first annual season by the Standard Oil Company of California, this year will be devoted to the study of American music, with emphasis on folk-music and its relation to the activities of the people in the building of our nation.

Program announcements, including request cards for the 36-page Teacher's Manual, have been mailed to principals of all schools in the seven western states. Teachers wishing to request the manual may do so by mailing these cards to the Standard Oil Company of California. In the manual are descriptions of all broadcasts, with suggested reading and correlated activities.

The only network program broadcast for classroom use by a commercial sponsor, the *Standard School Broadcast*, is utilized regularly in more than 5,000 music, art, social sciences, literature, and history classes in the West. It has received educational awards from The Ohio State University Institute for Education by Radio, the Los Angeles District of the California Congress of Parents and Teachers, the American Association of University Women, and has won the Peabody Medal, radio's Oscar.

Heard on the programs again will be the Standard School Broadcast Orchestra and the Broadcast's original characters. Special guest artists will be featured as well as authorities on various forms of American music.

Stations on which the *Standard School Broadcast* and its companion program, the *Standard Hour* [NBC Sunday, 8:30-9:30 p.m. PST] are broadcast are: Arizona — KAWT, KGLU, KTAR, KVOA, KWJB, KYCA, KYUM; California—KCRA, KERO, KFI, KIST, KFSD, KMJ, KNBC; Idaho—KIDO, KSEI, KTFI; Nevada — KOH; Oregon — KGW, KMED; Utah—KDYL; and Washington—KHQ and KOMO. Broadcast periods for Pacific Daylight and Mountain Standard Time zones are listed in newspaper radio logs.

San Diego Radio Series

Stressing American ideals, seven San Diego high schools last spring [April 28 to June 9, 1948] presented a series of weekly radio dramas based on the lives of Great Americans.

The series, launched during the observance of California Public Schools Week as a public relations project, was entitled, *Great Americans*. San Diego's oldest radio station, KFSD, the local NBC outlet, carried the broadcasts as a public service.

Advance preparations for the series began in January after high school principals each accepted a commitment for one production, based on the life of a great American who had made an outstanding contribution to the American ideal.

On a voluntary basis each school chose an historically outstanding American and launched the project which was designed to give students opportunities in the research, writing, and production of original radio plays.

Individual 15-minute scripts were created on the lives of Walt Whitman, Oliver Wendell Holmes, Theodore

Roosevelt, Thomas Edison, Thomas Jefferson, Clara Barton, and Andrew Jackson.

Work on the scripts proceeded on a three-fold assignment suggestion with social studies departments being given the jobs of research; English departments, writing; and drama departments, production.

Minor changes in carrying out these assignments were made where necessary in order to adjust to routines in different schools.

Each production was transcribed at the studio with a radio professional in charge of studio production.

When the series was completed and presented over the air, the transcriptions were made available to the public schools exhibit at the San Diego County Fair [June 25 to July 5] where the original, student-produced dramas were played to additional thousands who were visiting the fair grounds.

After the fair, the transcriptions were placed in the Audio-Visual Instruction Center, San Diego city schools, where they are now available to teachers in the school system who wish to utilize them as supplementary classroom tools.

Another popular use to which one of the scripts was placed was as a radio performance before one of San Diego's largest American Legion posts. At that time, students of Hoover high school presented their radio drama on Theodore Roosevelt. The program was a simulated broadcast presented in a large auditorium with the use of microphones and all mood music and recorded sound effects used when the original transcription was made.—FLORA BAER, public information editor, San Diego city schools.

Radio Workshops

D. C. Radio Workshop

A fourth grade teacher and a housewife won first awards at the Fourth Annual Radio Workshop [a two-week session held at Wilson Teachers College, August 30 to September 10] sponsored by the D. C. public schools, Station WTOP, and the Columbia Broadcasting System.

Charlotte A. Wischhusen presented the best plan for use of radio in the classroom. She is a teacher in the fourth grade at Whittier School. Mrs. Henry

P. Cochrane wrote the best radio drama. The wife of a U. S. Navy architect, she once taught high school in Tacoma, Washington.

With a faculty of 20 and increased emphasis on television, the Workshop enrolled 205 this year as compared with 200 a year ago. Director was Mrs. Hazel Kenyon Markel, WTOP-CBS director of education, public service, and public relations.

With Mrs. Markel on the Workshop Committee were Dr. Clyde M. Huber, chairman, Radio Committee, D. C. pub-

lic schools; and Maurice B. Mitchell, WTOP general manager.

The schedule included lectures and classes in the morning, with afternoon and evening extra-curricular visits to the WTOP-CBS transmitter, newsroom, and studios to study actual program production and performance.

Speakers from CBS included Edward R. Murrow, prize-winning reporter; Dr. Lyman Bryson, counselor on public affairs; Worthington Miner, manager of television program development; Robert Lewis Shayon, producer of *You Are There* and documentaries; Dwight Cooke, moderator of forum programs; and officials of WTOP.

Radio and education authorities who lectured included George Jennings, AER national president, and director, Chicago Radio Council; Victor M. Hunt, associate chief, Division of International Broadcasting, Department of State; Mrs. Dorothy Lewis, coordinator of women's broadcasts, United Nations; Dr. Kenneth Bartlett, director of radio, Syracuse University; Gordon Hawkins, program and education director, Westinghouse Radio Stations; Mrs. Gertrude G. Broderick, assistant radio education specialist, U. S. Office of Education; William Smith, radio director, National Council of Catholic Men; and Dr. Clyde M. Huber, chairman, Radio Committee, D. C. public schools.

Speakers emphasized radio's great effect in the classroom, and explained the economics of radio, documentaries, news gathering, tape recording, religion on the air, public service activities, essentials of writing and production, basic television production, use of transcriptions, programming, and microphone technique.

Ithaca College Workshop

Through the cooperation of commercial stations in upstate New York, full-time on-the-job training is being provided all Ithaca College seniors majoring in radio.

John J. Groller, director, Ithaca College Radio Workshop, announced that all of the 14 radio stations to which he wrote offered their cooperation. Seniors will augment their four years of training in the college's radio workshop with two weeks of observation and work in a commercial station during the fall term and two more weeks at another station during the spring term. Students carried on their assignments at

WSNY, Schenectady, and WHCU, Ithaca, in the Fall of 1947.

Among the stations cooperating last spring were WKRT and WKRT-FM, Cortland; WKAL, Rome; WKNP, Corning; WENE, Endicott; and WWHG, Hornell. With a larger group of seniors eligible for field training this fall, other stations will be added. Some of these stations now have Ithaca College graduates in executive positions.

Denver Radio Training

R. Russell Porter and Albert N. Williams of the Department of Radio, University of Denver, have entered into a management contract with stations KOKO, La Junta, and KSFT, Trinidad, Colorado. Under the new arrangement, the University will have its own instructors serving in a managerial ca-

capacity at the stations. The University Radio Department curriculum is designed to provide students with a college education in addition to practical training in all phases of broadcasting.

Each quarter semester, five qualified senior students will be selected for actual station training in such phases of station operation as announcing, traffic, copywriting continuity, promotion, preparation of presentation, and the like. No actual selling will be done.

Students who complete their assignment satisfactorily will receive fifteen hours university credit for thirty hours of station laboratory work. Present plans call for a total of thirteen weeks "on the job" training after completion of the first two years of basic college and one year of basic radio training studies.

Television

Television at Nutley

Dr. Ehud Priestley, principal, Nutley [New Jersey] high school, predicts that television will become a valuable teaching aid. The prediction was based on his study of pupil reaction and personal observation of the use of a television receiver at the school since September, 1947.

With the approval of the Nutley Board of Education and the school administration, Industrial Television, Inc., 359 Lexington Avenue, Clifton, N. J., installed one of its large-screen, direct-view Teleceivers, which is remotely controlled, in the school auditorium. The company, envisioning the future possibilities of television as a visual educational medium in schools, wished to gain first-hand knowledge of its value at television's present stage.

The Teleceiver, viewed by assemblages of more than 800 and also by classroom groups, has been used regularly during school and non-school hours for educational features and entertainment programs, such as sporting events.

"We feel that it has been a valuable teaching instrument and we are extremely optimistic as to its future potentialities," Dr. Priestley wrote Horace Atwood, Jr., Industrial Television president.

"We have found the primary use of the set to be of an educational nature, particularly in providing an on-the-scene setting for the study of current

events," Dr. Priestley wrote. "There is no doubt that the set can be a very forceful teaching instrument."

Among major events which students have viewed through television have been sessions of the United Nations Assembly at Lake Success, N. Y., the convening of Congress, a Presidential address to Congress, and the Lincoln Memorial Service.

"We have found these programs," Dr. Priestley commented, "to be of great interest to our students and they have awakened a more active interest in contemporary developments than had been the case when we used only the radio, newspapers, etc."

Students have also been given the opportunity to witness sporting events, such as the World Series, Louis-Walcott fight, hockey games, and other attractions.

"The use of television as a means of reducing juvenile delinquency is also worthy of comment," the principal said. "Through providing a healthy environment in which our younger population might spend its leisure time, we feel that the temptation to indulge in delinquent behavior has been decreased. Television also offers an effective means of advancing intergroup understanding in the programs devoted to race and cultural relations."

Singling out the one weakness of television at the present time as an educational adjunct in a school system, Dr. Priestley noted:

"We have found the greatest weakness in utilizing the television set to be that of insufficient programs of an educational nature during school hours. This has been the one deterrent in making greater use of the set, and we are confident that this will be remedied when television has been more widely adopted in our educational system."

Mr. Atwood termed the report on the Nutley experiment "most encouraging not only to the television industry but to educators as well."

"I have always believed that some day television would take its place alongside the textbook and the classroom teacher as a means of educating our children. Dr. Priestley's comments and my own personal observation of the students at Nutley High School as to what they have seen on television have been most convincing. The criticism that there are an insufficient number of daytime programs available is one which is a challenge to the broadcasting stations and one which I am hopeful they will soon meet."

Idea Exchange

New York Uses Auditory Aids

Recognizing the increased contributions to learning being derived from use of recent technical developments in auditory instructional materials, the Division of Curriculum Development, through its Instructional Materials Office, is developing a comprehensive program in this field. Experimentation and development work now in process in the instructional materials pilot schools, under the leadership of the Elementary Schools Division, are expected to lead to more widespread use of newer auditory equipment and materials. Work in the pilot schools is stressing classroom applications of four major elements in the auditory program: [1] phonograph records and transcriptions of radio programs, [2] FM-AM radios, [3] the microphone in creative applications, and [4] school-made recordings.

The Board of Superintendents has authorized the preparation of the school system's first approved list of instructional recordings, in subject fields other than music. Now in preparation for the Committee on Textbooks and Supplies by the Instructional Materials Office, the first list to be issued next term is planned to include materials in the fields of English, social studies, foreign languages, science, and other areas.

Special attention is being given to use of school-made recordings in teacher training. A current project in this field involves use of wire and tape recorders to make permanent records of actual class lessons. This may permit the development of a library of recorded lesson units which teachers and supervisors may use as specimens for discussion and "canned" intervisitation.

Experimental records are also being

developed in the field of Puerto Rican bilingual problems, to motivate study and improve communication with Spanish speaking parents.—*Curriculum and Materials* [Board of Education, City of New York], June, 1948, p. 3.

Communications Class at Chicago

George Jennings, AER President, in cooperation with Dr. Bess Sondel, lecturer in University College, will present an experimental seminar, "Communication in the Classroom," at the University of Chicago during the fall quarter. Designed primarily for high school teachers, three meetings will deal with oral classroom communication [both speaking and listening], three to consideration of written material, and four to investigating the best uses to which radio material can be put in the high school classroom. Subject areas touched upon will be history, literature and English, current affairs, and science.

WFUV Personnel Announced

William A. Coleman, chairman, Radio Division, Fordham University, was named recently to the post of station manager of WFUV, Fordham University's FM station. Judson LaHaye, Jr., assistant, Radio Division, will serve as assistant station manager; August Rickert, program director; and Manuel Ylanan, production director.

Russell Harknett continues as chief engineer with William deDufour and Anthony Galano as assistants.

Head of the Department of Communication Arts, of which the station is a part, is the Reverend Vincent dePaul O'Beirne, S.J., former dean of studies, Atheneo de Manila, Philippine Islands.

He succeeds the Reverend Richard F. Grady, S.J., now at the University of Scranton, Pennsylvania.

French Exchange Programs

The January, 1948 *AER Journal* [page 58] presented the aims and objectives of the Program Exchange Committee, of which the chairman is Burton Paulu, manager, Station KUOM, University of Minnesota. Briefly, as the article stated, "The objective of the project is to interpret the people of the United States to those in France and Britain, and *vice versa*, through an exchange of transcribed radio programs between the BBC or the RDF on the one hand, and American stations on the other."

In late August, Mr. Paulu, who is on leave of absence for study at New York University, received a letter from Edward Gruskin, program director, The French Broadcasting System in North America, 934 Fifth Avenue, New York 21. This communication confirmed what he had told Mr. Paulu at considerable length in private conversation: that the French Broadcasting System is anxious to get, and *does actually use* transcriptions prepared for them by American stations.

AER members—or others—interested in producing transcribed French programs for RDF use, should write direct to Mr. Gruskin. He will be glad to supply information as to the likes and dislikes of French listeners, and will make suggestions as to how programs for them may be made most effective.

Here is the major portion of Mr. Gruskin's letter:

Having experimented on a large scale with both mediums [international radio using short wave and transcribed programs produced in one country and sent to another for rebroadcast over local stations], we of the French Broadcasting System are convinced that transcribed programs are the effective means via radio, for bringing a closer and better understanding between the people of different nations. Consequently, we are now transcribing in Paris seven English language programs and two French language programs per week which are distributed to approximately 250 educational and commercial stations throughout the United States and Canada. In addition to the North American shows, we also have regular transcribed programs being sent to Italy, England, Germany, Holland, South Africa, etc.

We are not only interested in letting the people of America know of the history, the customs, the cultural and entertainment life, the music and folklore of France, but we want the French people to learn through reciprocal programs from the United States of the life in this country. Inroads have been made during the past year through the pro-

duction of several French language shows by University and commercial stations in the United States. I refer specifically to the programs of the University of Minnesota prepared by your station, KUOM, to a program by the University of Kentucky, to a series of fourteen programs prepared by Fordham University, and to several shows produced by independent radio stations including WCSH, Portland, Maine, and KFQD, Anchorage, Alaska, telling of life there.

All these shows are broadcast over one of the three major French networks: *Chaîne Nationale*, *Paris-Inter*, and *Chaîne Parisienne*. All have received favorable comment from the French listeners. As a result, *Radio Diffusion Française* has decided to set aside a quarter hour or half hour each week for a special program to be called *The American University Program*. Naturally, such a program will require the cooperation of American universities throughout the country who have access to transcription facilities.

We would sincerely appreciate your advice and your help in contacting the various universities, telling them of our project, so that we can work out regular program sources. Naturally, these programs would have to be in the French language and consequently would be excellent work for the French language departments of the various schools. We will, of course, prepare formats which will enable the participating universities to produce programs which will be entirely acceptable to the French networks.

Minnesota State Conference

Minnesota colleges are holding a conference October 1 to draw up basic criteria for courses in the audio-visual-radio field. This workshop meeting was organized by Richard C. Brower, state supervisor of audio-visual-radio education, and is convening in the auditorium of the State Office Building in St. Paul at 9 a.m.

Four main areas for discussion relative to the basic courses in this area which are under discussion are: [1] Course Content in the Audio-Visual-Radio Field, [2] Laboratory and Classroom Space Requirements, [3] Equipment and Materials Requirements, and [4] Background and Experience and Training for Teaching Personnel.

During the morning the conference is operating in groups so as to bring in specific recommendations in each of the four areas. The members of the conference are meeting as a unit in the afternoon to pass upon the recommendation of the committees and to make available to all present the findings of the individual groups.

Information, Please

A senior in an eastern college wrote to the AER during the past Summer, stating that she was writing a thesis for a B.A. degree in radio on the topic, "The Value of a Community Radio

Station as a Stepping Stone to Network Operations." She requested books, pamphlets, and references.

AER President George Jennings replied as follows:

I am very sorry indeed that the AER does not have in immediate form very much information that would have a bearing upon your ambitious thesis topic. I am afraid that most of your material will have to be gathered from personal contact with community station operators.

The title of your thesis implies that network operation is the goal of the community station. I personally am very much inclined to think that the greatest value of the com-

munity radio station is in serving its community with programs of local community interest. I believe you will find that the Federal Communications Commission is of the same opinion.

I would refer you to Siepmann's *Radio's Second Chance*, published by Little Brown of Boston. Dr. Kenneth Bartlett of Syracuse University, Syracuse, New York, has been instrumental in forming an FM network in upper New York State. Possibly some of his experience would be valuable to you. The State of Wisconsin, under the direction of H. B. McCarty, University of Wisconsin, Madison, Wisconsin, is now organizing a state-wide FM network for the broadcasting of educational and public service programs. He, too, may have some information for you.

AER Record Review

Books Bring Adventure

Rating—This series receives a general rating of "excellent" from a committee of teachers and students under the chairmanship of James F. Macandrew, coordinator of broadcasting, Board of Education Station WNYE, New York City.

It consists of the following titles: *The Rain Forest*; *Li Lun, Lad of Courage*; *The Village That Learned to Read*; *Melindy's Medal*; *Here Comes Kristie*; *The Forgotten Finca*; *The Lost Violin*; *Jared's Island*; *Windy Foot at the County Fair*.

Specifications — 15-minute programs recorded at 33 $\frac{1}{3}$ rpm. The series may be *rented* for broadcasting at a price scale based on size of community and wattage of the station or *purchased* for permanent transcription libraries [not to be used on the air] at \$50 plus shipping costs. This is the fourth series under the same general title. Each series is available only as a whole. An audition record is available for one week's consideration without charge other than shipping cost.

To those who believe that the radio menu for children should offer variety and who also believe that a dramatic show for younger listeners can be entertaining and exciting without wearing out the sound effects man and tying kids in knots with nervous tension, the news of a fresh series of Gloria Chandler's *Books Bring Adventure* is welcome indeed. And this latest set of thirteen 15-minute programs does not let them down.

The stories are all entertaining, very frequently exciting, competently produced, and, except for one or two cases that are arguable, scripted in such a manner that no youngster is left with a feeling of being "gypped" when he is referred to the book for more of the story. In other words, each broadcast is a satisfying radio story with the episode being featured effectively resolved. This reviewer was very pleased to find that certain of the programs actually take it for

granted that children have a sense of humor, a fact which would undoubtedly shock the writers who grind out the daily thrillers which all good American children must devour or be thought abnormal.

There is variety galore in the content of the new *Books Bring Adventure*. The locale varies widely from New Guinea, in *The Rain Forest*, a boys' thriller; and China, in *Li Lun, Lad of Courage*, a most unusual story of a boy's ordeal in raising ninety-nine grains of rice; to Mexico, in the vastly entertaining *The Village That Learned to Read*; and Boston, for the moving and highly effective *Melindy's Medal*. The last, by the way, the story of a little Negro girl who is very sad because, being a girl, she cannot hope to continue the family tradition of winning medals for bravery [of course she does], is a fine example of effective intercultural education by radio. And it's all done without any fanfare, drum-thumping, or waving of the Bill of Rights.

This listener's personal favorite turned out to be *Here Comes Kristie*, a delightfully amusing tale of two small farm boys who longed for a horse, saved fifteen dollars, and finally got Kristie, who was definitely "over 21." Kristie was a nice old mare, but it took the boys some time to discover that first, she wouldn't go anywhere without her hat, and second, that she was allergic to making right turns. Left turns—yes. Right turns—not for Kristie. And when the pig eats Kristie's hat! Well, you have to hear the program to enjoy it.

There are stories that girls will like particularly, such as *The Forgotten Finca* [coffee plantation to you] and *The Lost Violin*, and potential favorites for boys like *Jared's Island* and *Windy Foot at the County Fair*. My guess is that the average youngster from eight to perhaps thirteen or even fourteen would enjoy the whole series and want to read most of the books.

The conclusion to be drawn is, of course, what Miss Chandler and her co-workers have had in mind all along, namely that any broadcaster, teacher, or parent group planning to get the series on the air in a given community must enlist the fullest cooperation of all local libraries if the children are to benefit and the programs to achieve their aim. The latest *Books Bring Adventure* transcriptions merit such teamwork.—JAMES F. MACANDREW.